

DOCUMENT RESUME

ED 255 727

CE 041 248

AUTHOR Evans, Richard W.; Evans, Mary M.
TITLE Improving the Use of Microcomputers in the Administration of Adult Basic Education. Final Report.
INSTITUTION Community Coll. of the Finger Lakes, Canandaigua, N.Y.
SPONS AGENCY New York State Education Dept., Albany. Bureau of Community and Continuing Education Program Services.
PUB DATE Dec 84
NOTE 69p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Computer Oriented Programs; Computer Software; *Management Information Systems; Material Development; Microcomputers; *Program Administration; Recordkeeping; *Statewide Planning; *Student Records
IDENTIFIERS 310 Project; *New York

ABSTRACT

The major goal of a program was to improve the use of microcomputers in the management of New York State's adult basic education programs. Subgoals were optimizing the use of available microcomputer facilities, aiding the largest number of programs permitted by project funds, serving the particular needs of individual programs, and maximizing the homogeneity of computer systems and software employed for management purposes. The State's continuing education programs were surveyed to determine existing microcomputer facilities and administrative priorities. A plan was developed that involved training, software acquisition and development, and microcomputer purchases and upgrades. Forty-six individual adult basic education programs achieved identical capabilities for computer-based administrative purposes. A File Management System was adopted to handle most administrative tasks, and the State Education Department's annual report was selected as a universal application around which training in use of the File Management System centered. The 10-page narrative is followed by these appendixes: survey instruments, the instructional manual for using the File Management System, student records form, and lists of systems recipients. (YLB)

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FINAL REPORT

Improving the Use of Microcomputers in the
Administration of Adult Basic Education

A Project Funded under the Adult
Education Act, Title XIII
Section 310

Richard W. Evans, Ph.D.
Mary M. Evans, M.Ed.

Community College of the Finger Lakes
Canandaigua, N.Y. 14424
December 1984

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PROGRAM SERVICES

Final Evaluation Form
for
Adult Education Act, Title XIII
Section 310

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Bureau of Community and Continuing
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New York State Education Department
Albany, New York 12234

Project No. 464 0077A

Project Title Improving the Use of
Microcomputers in Adult Basic Education

Organization Community College of the Finger Lakes (previously SUNY Ag & Tech,
Farmingdale Community College)

Person Preparing Report Richard W. Evans, Ph.D. Date Feb. 12, 1985
Mary M. Evans, M.ED.

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Revised

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ABSTRACT

This project was funded under the Adult Education Act, Title XIII, Section 310, from January 24, 1983 to July 31, 1984. Its major goal was to improve the use of microcomputers in the management of New York State's adult basic education programs. The project focused on several sub-goals which included: optimizing the use of available microcomputer facilities; aiding the largest number of programs permitted by project funds; serving the particular needs of individual programs; and maximizing the homogeneity of computer systems and software employed for management purposes.

The project surveyed the State's continuing education programs to determine existing microcomputer facilities and administrative priorities. This allowed a plan involving training, software acquisition and development, and microcomputer systems purchases and upgrades to be developed. The plan allowed a total of forty six individual adult basic education programs to achieve identical capabilities for computer-based administrative purposes.

The project departed from earlier ones which dealt with the application of microcomputers to the administration of continuing education programs in that it attempted to focus on the needs of a large number of individual programs. Within the State, each program tends to have different procedures and, as a result, individual information requirements. Earlier projects had produced customized applications by designing and programming their software in a standard computer language. These software applications then required additional programming to expand them, or alter them for transport to another site. Since the programming involved is beyond the capabilities of most small continuing education programs, this project decided to avoid the use of a standard programming language. Instead, a powerful File Management System was adopted to handle most administrative tasks. The State Education Department's annual report was selected as a universal application around which training in the use of the File Management System centered. This approach provided the staff at each individual adult basic education program with the ability to make alterations and additions to their own computer-based management system.

Introduction

Background: The New York State Education Department Division of Continuing and Community Education is represented by a large number of adult basic education programs dispersed across the state. Each individual program, while small, has most of the administrative problems (registration, student record-keeping, program report requirements) that larger, better staffed, educational institutions have. While most major administrative functions are presently computer-based and supported by an administrative computing department at the larger institutions, these small adult basic education programs have neither large computer installations nor the staffing necessary to operate them. Their administrative burdens are nevertheless time consuming, and this project constituted an attempt to address the problem. Microcomputers offer a cost-effective alternative to larger time-sharing systems. They are also less complex and generally easier to use. Since they were already available within a number of the state's continuing education programs, they were the focal point of the project.

The project was funded for eighty thousand dollars commencing on January 24, 1983. Major objectives included: optimize the disposition of project funds to promote the use of microcomputers in management of adult basic education programs; utilize existing microcomputer facilities to the extent possible; provide software relevant to the individual needs of each program; provide training in the use of both software and hardware; utilize funds so as to maximize the homogeneity of microcomputer hardware and software devoted to administrative purposes.

An examination of earlier Section 310 projects conducted in other states (see Appendix A) revealed the necessity for another general objective. These earlier projects had employed programming teams to develop software to handle record-keeping and reporting tasks for programs such as ABE, GED and ESL. The attempt to transfer the software developed in one site to a second program generally appears to have required that an additional project be funded to support the conversion of software. With the large number of adult basic education programs in New York State (over 200) it was regarded as a very high priority to provide software which would not require extensive programming for transference from one site to another.

Problem Statement: To serve the general goals outlined in the introduction, a number of specific objectives were developed:

(a) Determine the relevant management uses of microcomputers for New York State's adult basic education program managers.

(b) Determine the hardware (i.e. microcomputer equipment) and software (management applications) needed for all adult basic education program managers in the state (these needs will vary depending on valuable hardware, software, and the particular program manager's management priorities).

(c) Determine the most efficient use of project funds for providing hardware, software and training to selected program managers.

(d) Purchase and deliver to selected program managers the necessary hardware and software.

(e) Provide training to these managers in the effective use of the purchased microcomputer hardware and software.

(f) Disseminate information on the internal management uses of microcomputers, as revealed by the project's activities, to all adult basic education program managers in the state.

To achieve these specific objectives, the following activities were planned:

(a) Compile the available literature on computer-based management of educational programs, and work with the continuing education division to identify successful users of microcomputers within the state.

(b) Conduct a survey of the state's adult basic education program managers to determine current level of computer literacy/expertise, available microcomputer equipment (both hardware and software), and present management uses of microcomputers. In addition, the survey will collect information on each program manager's desired administrative computer use.

(c) Review the completed survey forms and determine for each program manager the necessary hardware and software which must be acquired to allow each program manager to computerize the desired management functions.

(d) Divide the program managers into subgroups defined by present hardware capability (for example these subgroups

would be: no microcomputing facilities available; TRS80 model III; TRS80 Model II, Apple II+, Apple IIe, Commodore 64, etc.).

(e) Further subdivide these initial groups according to desired management objectives (for example data-base management and report-generating activities versus budget computation and accounting, etc.)

(f) Determine for each subgroup the cost of providing hardware, software and training to allow the program manager to effectively utilize the microcomputer system in conducting the desired management functions.

(g) Present the survey results to the Continuing Education Division and through consultation determine the most appropriate and effective distribution of project funds - this will determine the programs to be aided under the project.

(h) Purchase required hardware/software for the selected program users.

(i) Deliver purchased equipment and provide program managers and staff with training in the general use and maintenance of the computer hardware, and in the use of the particular software packages provided.

(j) Provide continuing assistance, in the form of phone consultations and return visits (if necessary) to ensure the effective use of the microcomputer management systems.

(k) Prepare instructional manuals and a final project report which will ensure continued effective use of the systems as well as provide information allowing program managers to expand their management uses of these systems.

In general, the project was successful in completing the planned activities. A literature search of the area was conducted and a list of current administrative computer users among the state's adult basic education programs was compiled. A survey was designed in conjunction with the Division of Community and Continuing Education to assess current microcomputer resources, extant management uses of the equipment, and desired management priorities. A final version of this survey was jointly developed and submitted on March 8, 1983 (see Appendix B). Unfortunately this version was in turn submitted for further revision within the Education Department and a final form was not received until April 25, 1983 (see Appendix C). This final survey version was sufficiently revised that a great deal of information necessary to the project was omitted. As a result it was necessary to follow-up the survey with telephone interviews of the majority of programs. The survey process was sufficiently complete by June 9 that a summary was prepared

and a general course of action suggested (see Results).

The recommended approach included software acquisition and a number of equipment upgrades which brought extant microcomputer systems up to a par with those to be purchased new. A budget amendment was required as well as a determination of those programs to receive the new microcomputer systems. This list was received in early October. A bidding process for the microcomputer systems to be purchased had been initiated in late August, and bid determination was finalized in mid-October while letters of agreement with selected recipient programs were arranged. Purchase orders for the microcomputer systems, hardware upgrades and software packages were issued in mid-November, and the equipment for this first round of purchases was received by January 25, 1984. While a second round of purchases was initiated for an additional three programs, installation and training visits began in early March and continued through June 6. By mid-July training was complete, the first version of the training manual had been disseminated, and equipment required for upgrade of the previously existing systems had been delivered. The final versions of the project manual and prepared software were completed in early January, 1985.

Results: The survey, when followed up by extensive telephone interviews, indicated that a total of fifty programs possessed a computer system which would be available at least part of a week for administrative purposes. Of these fifty programs, thirty one possessed an Apple II+ or IIe microcomputer, four possessed the TRS80 Model III microcomputer, and four the Commodore Pet. One program had available a Commodore 64 microcomputer, and another program a Radio Shack Model II. The remaining nine programs employed a variety of systems from large time-sharing systems to the more expensive microcomputer models (such as Apple III, or IBM XT) and were all successfully involved in employing these systems for administrative purposes.

An examination of management priorities for microcomputer usage revealed the following (numbers given are first priority choices only):

1. Student Record Keeping	27
2. Registration	21
3. Grades, attendance, scheduling	21
4. Report Preparation	17
5. Faculty/Staff Records	16
6. Wordprocessing	13
7. Planning/Projections	13
8. Budgeting applications	11
9. Student Counselling	5
10. Miscellaneous	4

Total Responses	148
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In the interests of providing the greatest assistance with the project's available resources, a decision was made to focus on the Apple microcomputer as the basis for the project's software acquisitions. This was done both to promote maximum distribution of the software and, since the project would purchase some new microcomputers, to promote maximum homogeneity of administrative microcomputer systems. The project's staff felt that this latter point would be especially important if future additions or changes in administrative software were to be made.

In examining software available for the Apple microcomputers (the II+ and IIe systems), the Project staff ultimately rejected the approach of either programming customized software or purchasing commercial (canned) application packages. Both approaches were judged to suffer from the problem of earlier 310 projects in that later desired changes in software were difficult and expensive to make. In addition, most commercial packages such as scheduling and registration programs were too expensive to allow sufficient purchases to be made within the project's budget allocation. As a result, the staff focussed on the use of a powerful file management system, DB Master,

published by Stoneware Inc. DB Master possessed the immediately desirable qualities of running on both the Apple II+ and the Apple IIe microcomputer systems. In addition, as a File Management System, it was designed for ease of customization by users without highly sophisticated computer skills. In addition, the package was among the most powerful of the Apple-compatible file managers in that it allowed large numbers of records, fields, and powerful sorting and reporting facilities. These latter qualities were judged essential for Adult Basic Education programs which could have large numbers of students (each an individual record) and numerous information categories per student (fields). The DB Master package could be used to handle the majority of the major administrative priorities revealed in the survey. These included: Student Record Keeping, Registration, Counseling, Grades, Attendance, Scheduling, Reports and Faculty/Staff Records. To satisfy the need for wordprocessing, the Applewriter II program was recommended for those programs which regarded this as a priority. Budgeting and Planning applications, which are better handled by a spreadsheet package, were judged too difficult for inclusion in the project's training sessions and were left for later consideration.

The project proposed, then, to provide the DB Master File Management System to all Adult Basic Education programs which had access to an Apple II+ or IIe microcomputer system. It also proposed acquiring 15 new Apple IIe systems, with the DB Master package and Applewriter II, for selected programs. In addition, it was necessary to purchase peripheral equipment (disk drives) to upgrade a number of the extant Apple systems to dual-drive capability to provide for efficient operation of the package. Following this approach, it was possible to provide the software packages to handle 121 of the 145 first-priority items revealed in our survey, and to deliver that capability to 46 of the adult basic education programs in the state.

Several factors were taken into consideration in determining the approach to software-development and training adopted by the project. As there were a large number of programs which could be supported through the project, and as funds for training would not allow individual visits to be made to each site, there were essentially two options available. Originally it was planned to conduct five or six regional workshops across the state, and invite attendance from surrounding programs. This approach was abandoned when it became clear that participants would require travel reimbursement from project funds. Travel funds under the project were insufficient to cover this expense. As a result, it was decided that staff training would focus on those programs receiving new Apple systems under the project. These training sessions would be used to develop the manual which would then be distributed to the remaining thirty one

programs. It was reasoned that the latter group of programs would already have staff sufficiently familiar with microcomputer operation that a manual designed specifically to illustrate DB Master's application to a New York State Adult Basic Education program could be effective without the necessity of on-site training.

The project staff, then, focussed on the development of an introductory training manual which would illustrate the use of DB Master for a particular application relevant to all of these Adult Basic Education programs. In this case, the annual program report form was selected as a central application for DB Master. Since all programs must file this report annually, and since the report required the use of student records reflecting all aspects of each program, the file management system to be developed would be of very general utility. A large file management form was developed to serve this purpose and a manual was written which focussed specifically on the use of this form (see Appendix D).

This approach offered some very clear advantages. The most difficult task in learning to use a file management program such as DB Master arises in the design of the information form. Since the project provided this form for a universally useful application (the annual report) this difficult step could be bypassed and users could concentrate on the more manageable task of learning to use the form (entering data into the form, searching for desired data and obtaining required printouts). In addition, the student record form thus developed could be used for other management purposes such as registration. The student record form would form a general basis for a variety of required reports. Once the individual staff member had gained a mastery of this student record form, and an appreciation for the possibilities of DB Master in general, it would be possible to more easily approach the task of creating new information forms, and thus new applications.

On completion, the final version of the manual was distributed, along with the diskettes containing the student record form to those programs receiving the new Apple Systems (Appendix E), those receiving equipment upgrades on previously acquired Apple systems (Appendix F) and those programs which had already been in possession of a dual-drive Apple system (Appendix G).

The project succeeded in accomplishing the vast majority of its goals. A large number of programs received assistance under the project; an approach to servicing administrative needs on microcomputers was developed which allowed future alterations and additions to be made easily; a homogeneous core of administrative microcomputer systems was established, and a graduated approach to training in the use of the system was developed. Due to the numerous unforeseen delays in the

project, one major goal was not achieved - that of information dissemination and post-evaluations. In addition, the project was unable to carry out the regional workshop concept as a basis for training. As a result, representatives of the various Adult Basic Education programs, which received assistance under the project, were unable to engage in an exchange of information in the manner originally intended. It would seem advisable to attempt to rectify this shortcoming by providing, at a future date, an opportunity for the various programs to discuss successes and failures, and to compare approaches to the application of this file management package to their administrative tasks.

APPENDICES

APPENDIX A

Section 310 Projects

TITLE Program Improvement

AD-2

CONTACT Carolyn McCord
Assistant Dean
Rogue Community College
Grants Pass, Oregon 97526

(503) 479-5541

OBJECTIVES

1. Improve data collection system for ABE/GED/ESL/AHSD Program through use of microcomputer for data collection and reporting.
2. Development/adoption of materials, including computer software, for career advising, low level reading, and English as a second language.

DESCRIPTION

The following was accomplished:

1. A microcomputer was purchased for use in project.
2. Software was developed in cooperation with Chemeketa Community College.
3. The software was field tested, improved, and final product adopted for recordkeeping.
4. Materials were developed or acquired which expanded use of computer to aid instruction.

FUNDING

\$4,706.59 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers and Administrators

PRODUCT

Computer program for data collection, forms utilized, instruction manual developed. The primary users of the project would be Oregon Community Colleges with similar data collection needs. Colleges from other states may find program useful if data collection needs are similar.

Computer software available through Dr. Robert Clausen, Oregon State Department of Education, 700 Pringle Parkway SE, Salem, Oregon 97310 for cost of dissemination.

Copies of forms utilized at Rogue Community College available without charge from Carolyn McCord, Assistant Dean, Rogue Community College, 3345 Redwood Hwy, Grants Pass, Oregon 97526.

EVALUATION

Accuracy of data was verified by a manual back-up system during the first year. Computer system resulted in saving of clerical time and more accuracy and consistency in reporting.

Over 2,000 student records were involved in the field test.

Results were mostly derived in savings of staff-time which resulted in more teacher-student contact being available, reduction in clerical assistance required. Student interest in computer assisted instruction was generated.

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TITLE Adult Basic Education Computer Assisted Recordkeeping System AD-3

CONTACT Colleen Owings (503) 399-5216
Assistant to Associate Dean of Developmental Education
Chemeketa Community College
Salem, Oregon 97309

OBJECTIVES

- 1) To purchase an Apple computer and necessary supplies (paper, disks) to allow for the computerizing of the Adult Basic Education reporting system.
- 2) To share computerized ABE recordkeeping system with other Oregon programs and with the Region X consortium.

DESCRIPTION

- 1) Hire programmer to computerize ABE recordkeeping system.
- 2) Develop a User's Manual which would explain how to implement the recordkeeping system.
- 3) Present the newly developed program to Oregon ABE Directors, and to NWRL four-state consortium board.
- 4) Assist Rogue and Umpqua Community Colleges in implementing the system at their own centers.

FUNDING

\$3,800 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (Associate Dean of Developmental Education); and Paraprofessionals

PRODUCT

- 1) Programmed computer disks that will contain the ABE recordkeeping system.
- 2) User's Manual that will explain how to implement the system.
- 3) Trained staff that can train others to implement the model system.

EVALUATION

The ABE computerized recordkeeping system will be developed and piloted at Chemeketa Community College, a large community college. The system will also be piloted at Rogue, a small community college. Difficulties with the computer program will be straightened out at the two pilot sites before implementing the system at other sites. If the computerized system stores and prints out accurate reports in an efficient manner, the system will be considered a success.

THIS PROGRAM IS CURRENTLY
BEING TESTED AT CLARK
COLLEGE IN VANCOUVER, WEST VIRGINIA
(SEE AD-8, F.Y. 1982 FOR ADDRESS
and CONTACT PERSON)

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TITLE ABE Recordkeeping

AD-4

CONTACT Carol J. Evans
 ABE Director
 Clackamas Community College
 Oregon City, Oregon 97045

(503) 657-8400

OBJECTIVES

- 1) To improve recordkeeping for ABE components: ABE, GED, AHSD, ESL, and expanding satellites.
- 2) To register, add/drop students, and to keep a current student roll.
- 3) To facilitate data accessibility for reporting purposes.
- 4) To increase student followup effort.
- 5) To insure more effective use of staff time.

DESCRIPTION

Through the purchase of an Apple 2 system, the comprehensive ABE program will be able to process accurately an estimated 2800 students. ABE staff will receive instruction pertaining to computerized recordkeeping and "computer literacy" at college inservice workshops. Staff training will ease the transition from the time-consuming manual recording to a flexible, time-efficient management system.

During fall 1980 the ABE secretary took an Introduction to Computers course; in addition, she has enrolled in a BASIC programming class for summer 1981. Her knowledge will enable us to know what's possible and feasible concerning the Apple 2.

FUNDING

\$7,500 July 1, 1980 - June 30, 1981

TARGET AUDIENCE

Classroom Teachers; Administrators (ABE Director, ESL Project Director); and Counselors

EVALUATION

Improved recordkeeping will be evidenced by availability of data as well as better use of staff time. Familiarity with more accurate program information may indicate patterns in attendance, population served, GED completions, individual improvements, and followup studies.

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TITLE Management Information System for Adult Education

AD-6

CONTACT Doug Goodgame (713) 845-5110
Research Specialist
Occupational Research Division
Industrial Engineering Dept.
Texas A&M University
College Station, Texas 77843

OBJECTIVES

The objective is to enable local agencies to develop year-end MIS data bases to do program evaluation and planning activities.

DESCRIPTION

The strategy to accomplish the above objective is to:

- 1) Develop an optically scannable reporting form which co-ops can use to record student data.
- 2) Prepare data processing programs to produce summary statistics to use in local program evaluation and planning.
- 3) Orient field staff in using forms and developing custom data for local evaluation and planning.

FUNDING

\$10,000 July 1, 1980 - June 31, 1981 (Continuing Project)

TARGET AUDIENCE

Classroom Teachers and Administrators

PRODUCT

The product will be:

- 1) An optically scannable form for recording student data.
- 2) Computer routines to scan and process data for developing summary statistics.
- 3) Workshops to acquaint users with the form and procedures for developing local management information systems.

EVALUATION

The evaluation will follow a field test which will occur in the next funding year.

The field test will evaluate the utility of MIS data in enhancing local program planning and evaluation.

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TITLE Computerized Reporting System for the
Adult Education Performance Report

AD-1

CONTACT Linda Schmidt
Director of Adult Education
Champaign/Ford Counties
Regional Office of Education
P.O. Box 919
Rantoul, Illinois 61866

(217) 893-3219

OBJECTIVES

1. A computer program for the Adult Education Performance Report will be developed.
2. Directors of Adult Education Programs in Region IV will be given the opportunity to participate in the project.
3. The potential for expanding the computer-assisted data collection system will be investigated.

DESCRIPTION

A data programmer gives technical assistance to design a data collection system compatible with the Adult Education Performance Report. Four local programs will submit their report for FY '81 to use in a "trial run" of the program. After the necessary modifications are made the results will be shared with all programs in Region IV and those wishing to participate may do so. The completed program will be turned over to the Illinois State Board of Education to be disseminated throughout the state.

FUNDING

\$10,987 August 1, 1981 - June 30, 1982

TARGET AUDIENCE

Administrators, individuals responsible for reporting data to I.S.B.E.

PRODUCT

The end product of the project is a computer program compatible with the State Board of Education Computer System. The program will be designed to compile, store, and analyze data received on the Adult Education Performance Report. Access to this information will assist the State Board of Education staff and local directors in assessing and planning programs as well as provide concrete statistical information to the federal and state legislators.

EVALUATION

Evaluation of this project will be carried out in three ways. First, the local staff will submit quarterly reports on the progress being made toward reaching the major objectives of the project. These reports will give a detailed account of the difficulties encountered and any recommendations from the technical staff as to format changes, time lines and possible expansion of the data collection system. Second, local directors who have participated will be asked to complete a written evaluation of the project which will be submitted with the final report. Third, the Adult and Continuing Education Section of the Illinois State Board of Education will be asked to evaluate the system developed and make recommendations for a) expanding the data collection system and b) expanding the availability of the system beyond Region IV.

TITLE Mini and Micro Computers as an ABE Classroom
Teacher's Aid, and Data Control

AD-2

CONTACT W. Warren Bishop
Director, Continuing Education
Wayne Community College
Highway 70 E. Bypass
Goldsboro, North Carolina 27530

(919) 735-5151

OBJECTIVES

To write original software programs, or modify existing programs: to assist classroom teachers of ABE with placement/progress test grading and referral to specific materials to meet the needs of the adult learners; to provide data management for the ABE program; to provide information on student achievement and progress, and provide resources of new learning objectives appropriate learning materials; other software programs as time permits to aid the administration and teaching of ABE students.

FUNDING

\$41,709 October 1, 1981 - September 30, 1982

TARGET AUDIENCE

Educational Level, ABE

PRODUCT

Materials developed will include software programs as listed above, plus manuals, instructions for use, evaluation of equipment size as it relates to numbers of students served. Primary focus will be for administrators and teachers in ABE programs.

Software programs, instructions, manuals available September 30, 1982 from Project Director. Cost not determined at this point.

EVALUATION

The effectiveness of the project will be shown in the software programs developed, and in the related hard copy records obtained by using the programs; also the assistance the classroom teacher receives to assist the individual students in the classes.

TITLE Field Test of Management Information and
Reporting System for Adult Education in Texas

AD-7

CONTACT Dr. Doug Goodgame (713) 845-5110
Head, Occupational Research Division
Occupational Research Division
Texas Engineering Experiment Station
Industrial Engineering Department,
Texas A&M University
College Station, Texas 77843

OBJECTIVES

1. Develop and print necessary copies of a form for collecting data.
2. Process data forms through optical scanner and transfer data to computer tape.
3. Write computer programs to process data.
4. Process data and produce specified reports for local co-ops and Texas Education Agency (TEA).
5. Write report summarizing the results of the field test.

DESCRIPTION

The methodology is inherent in project objectives.

FUNDING

\$30,133 July 1, 1981 - June 30, 1982

TARGET AUDIENCE

All audiences

PRODUCT

The main product resulting from this service will be reports which local co-ops can submit to the Texas Education Agency to fulfill federal reporting requirements. Other products will include:

1. An op-scan form for collecting data.
2. Scanner programs for transferring data from forms to computer tape.
3. Computer programs for printing reports and data summaries.

EVALUATION

The final report will review:

1. Teachers' experience in completing the special form to report student data (ease-difficulty).
2. Common errors found on the form, and problems in processing form through scanner.
3. Usefulness of final reports in aiding management of local operations.
4. Costs per student to use the system.

TITLE A Student Records Management System
for the Apple II

AD-8

CONTACT Joan Stout
Assistant Dean - LRC
Clark College
1800 E. McLoughlin Blvd.
Vancouver, WV 98655

(206) 699-0251

OBJECTIVES

1. Review and adapt existing records management programs to suit the specific needs of our own record management.
2. Improve the student records system in the Learning Center programs of Adult Basic Ed., ESL, and Tutoring.
3. Share all materials and findings with other ABE programs, including hosting or consulting regarding the project.

DESCRIPTION

The records management for ABE is so burdensome and inefficient that classified staff are very enthusiastic about utilizing a micro-computer. We have purchased an Apple II and are currently working with the program developed at Chemeketa Community College. Donna Lane has obligingly sent their "Users Guide" and we have received a diskette with the program on it. Advice will be freely sought from our campus expert, Dr. James Marble, as well as from ABE people in other programs.

Initially the computer will be used to help us comply with federal and state reporting in the ABE and Indochinese programs. The second level of utilization will be of direct benefit to instruction: student records such as test scores or individual competencies; materials correlations; tutor scheduling. And finally there may be capacity for CAI in the ABE program.

Both during the implementation and after, we plan to share our work with colleagues in the belief that better records management will improve instruction and document the need for an increased level of support.

FUNDING

\$4,376 August 1, 1981 - June 30, 1982

TARGET AUDIENCE

Classroom teachers, administrators, and other: clerical, state and federal agencies.

PRODUCT

A loose-leaf key to usage will be developed to accompany the program. The records management system itself will be available for duplication on diskettes. A project report and evaluation, including recommendations, will conclude the project.

EVALUATION

The nature of this project makes evaluation an ongoing process as the system is tried, modified, and tried again. The project director will be responsible for the final project report which will include the evaluation by another program director.

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APPENDIX B

Final Submitted Survey

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Continuing Education

SURVEY FOR THE IMPLEMENTATION OF MICROCOMPUTERS
IN THE ADMINISTRATION OF ADULT BASIC EDUCATION

To: _____ (Program
Administrator)

(Institution)

(Address)

Under Title XIII funding the State Education Department Division of Continuing Education is sponsoring a project to improve the internal management of adult basic education programs through the use of microcomputers. The project seeks to identify desired administrative uses of microcomputers and to determine the hardware and software needs of the State's continuing education administrators. Following this initial survey, selected administrators may be provided with requisite hardware, software and training to allow the implementation of these microcomputing systems in internal administration. This survey will help determine the most cost-effective long-run use of available funding.

Please complete the following questionnaire and return, by _____,
to the Project Director, Dr. Richard W. Evans,
The Learning Center
Greenley Hall
State University of New York College at Farmingdale
Farmingdale, N.Y. 11737
Phone// (516)-420-2332 - Please feel free to call to clarify
any questions which may arise

I. Agency Computer Expertise.

Answer the following questions with respect to those individuals in your agency who would be using microcomputers in the administration of adult basic education.

1. What microcomputer systems have you used?

a. Models used (Radio-Shack, Apple, IBM, etc.) _____

b. System components used (printer, disk drive, etc.) _____

c. Modes of computer use (utility programs, word processing and other applications programs such as Visicalc, programming - indicate languages used, and type of programs created) _____

2. Mainframe and Minicomputer usage.

a. What mainframe and minicomputing facilities (models and size) have the relevant administrators in your agency employed? _____

2. Mainframe and Minicomputer usage (cont.)

b. What system components are you familiar with (card-readers, key-punch, video terminals, etc.)? _____

c. What types of use have you made of mainframe and/or mini computers (wordprocessing, visicalc, CMI, CAI, statistical analysis, programming - include languages used)? _____

II. Existing Microcomputer Facilities.

What microcomputer equipment (both hardware and software) are presently available to you?

1. Microcomputers (specify the available makes and models, the number of machines available in each model, and the Random Access Memory (RAM) capacity of each model type. _____

your 2. Peripheral Storage - What peripheral storage (floppy drive, cassette etc) is available on microcomputer system(s) (if different makes/models are available, specify separately). _____

3. Output devices - Specify the available microcomputer output devices (printers - specify dot matrix, letter quality, make & model; other devices - card punch, video, modem, etc) _____

4. Input devices - Other than keyboard, detail devices such as card readers, optical scanner, modem, graphical devices. _____

5. Available Software: For software with an administrative application, specify the program name, publisher, version //, and microcomputer, DOS and RAM requirements as well as the administrative function served. _____

6. Equipment availability: How many hours per week is this equipment available to you? _____. At what time of day is it available? _____

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III. Administrative Functions for Microcomputer Application.

To determine those administrative functions which are of greatest importance for microcomputer application, several types of information are of use. Under each of the major categories below (Student Data, Budget Work, Scheduling/Registration, Word Processing, and Statistical Work) there appear several administrative functions for which you are requested to make a priority ranking. These rankings should be made on a scale of 1 to 5 where 1 is of highest importance, 3 is of moderate importance, and 5 is of little or no importance. In making these priority ratings, give higher priority to those administrative activities which are most time-consuming and repetitive. In addition to the priority ratings you will sometimes be asked to indicate various categories of information which are relevant to these administrative activities. In these cases a simple check next to the information category will suffice. Beyond the ratings of priority for administrative function and the indication of relevant information categories, you will also be asked for additional comments and suggestions and occasionally for specific items of information relevant to your particular program. At any point you should feel free to attach extra sheets, continue onto the back of these forms, or otherwise add any comments which you feel may be of help in determining the best means of applying microcomputers in these administrative activities.

I. Student Data

Indicate the priority of the following general activities (1 = highest, 5 = lowest priority).

___ Student Counselling

___ Report Preparation (e.g., ABE^{WEC} & HSE program report; Interim Project Manager's Report)

Check the categories of information below which are relevant to your student record keeping activities.

___ address	___ languages spoken	___ ESL level (at entry)
___ age	___ disabilities	___ employment status
___ sex	___ educational goals	___ financial status
___ phone #	___ ethnic group	___ Impact data
___ date of entry	___ employment status	___ Separation Data
___ disciplinary actions	___ ABE level (current)	___ hours in class
___ Social Security #	___ ABE level (at entry)	___ standardized test scores
___ citizenship	___ ESL level (current)	

In general, are the data required in the New York State Adult Basic Education and High School Equivalency Program Report of relevance to you in other administrative activities? _____. If yes, would you please mention some of those information categories which would be particularly relevant outside of preparation of these reports _____

For how many students would you keep complete records? _____

Please specify other types of student information of high importance to you _____

III. Administrative Functions (Continued)

2. Budget Work

Indicate the priority of the following general activities

☐ Financial Projections

☐ Salary and Expense Calculations

☐ Financial Accounting

How many separate accounts do you maintain?

Specify other uses (give as much detail as possible)

3. Scheduling/Registration - Indicate priority rankings for the following

☐ student scheduling

☐ faculty/staff schedules

☐ registration

specify other related activities of importance

4. Word Processing - Indicate priority ratings for the following

☐ preparation of routine correspondence ☐ preparation of budget requests

☐ form letters to students ☐ class lists

☐ mailing labels, mailing lists - What is the total number of mailing entries you would like to maintain ?

☐ preparation of brochures and announcements

Please specify other possible uses

5. Statistical Work - Indicate priority ratings for the following

☐ Marketing/Public relations: advertising costs, etc.

☐ Marketing research applications: effectiveness of advertising, etc.

☐ Grading, grade calculation, grade book maintenance, etc.

☐ Retention rates, enrollment rates, & significant contributing factors.

5. Statistical Work (cont.)

 Statistical calculations (check relevant uses)

 calculation of statistics which indicate relative performance of students, average performance, exceptional performance, and variability in performance (for example a statistic which allows you to state that on a particular test, a given score is better than, say, 64% of all scores).

 calculation of statistics which describe the degree of relation between 2 variables (for example the extent to which ABE level predicts job placement success).

 calculation of statistics which determine the reliability of differences observed between certain variables in the degree to which they affect certain outcomes (for example, a calculation which allows you to state that ABE level is significantly more important to obtaining employment than is age).

Specify other statistical applications of importance to your work _____

6. Additional applications.

Provide further information on administrative functions which you would like to see implemented on a microcomputer system. _____

IV. Further Comments.

Enter any further comments you have on desired training in the use of microcomputers, or particular emphases you would find important or helpful in the conduct of this project.

APPENDIX C

Education Department Survey
(survey actually employed)

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Continuing Education
Albany, New York 12234

SURVEY FOR THE IMPLEMENTATION OF MICROCOMPUTERS IN THE
ADMINISTRATION OF ADULT BASIC EDUCATION

Name of Agency: _____

Address: _____

Number

Street

City/State

Zip Code

Name of Program

Administrator: _____ Phone: () _____

The State Education Department Division of Continuing Education is sponsoring a project to improve the internal management of adult basic education programs through the use of microcomputers. The project seeks to identify desired administrative uses of microcomputers and to determine the hardware and software needs of the State's continuing education administrator.

The initial activity of this project is a survey funded under Title XIII to determine the current computer capacity and capabilities available to continuing education staff. Following this survey, selected administrators may be provided with hardware and software training to assist them with the implementation of micro-computer systems for administrative purposes.

The Learning Center, SUNY at Farmingdale is assisting in the coordination of this data collection activity and will subsequently provide analyses based on the information received. Please complete this questionnaire and return to the address listed below on or before May 18, 1983.

Dr. Richard Evans
The Learning Center
Greenley Hall
SUNY at Farmingdale
Farmingdale, NY 11735

If you have any questions regarding this survey please contact Dr. Richard Evans at (516) 420-2332.

PLEASE NOTE: The survey data should reflect the current computer capabilities that this agency makes available for the support of adult basic education or other continuing education programs.

If no computer support is currently available for adult programs, check the box at the right and return the questionnaire to the above address:



I. Current Hardware/Software Capacity of Adult/Continuing Education Programs

A. Hardware

1. Indicate whether the current computing hardware is in the mainframe or minicomputer/microcomputer class and provide the brand name, model and capacity (Random Access Memory) of the equipment currently used.

☐ Mainframe

Brand Name _____

Model _____

Random Access Memory (RAM) _____ K

☐ Minicomputer/Microcomputer

Brand Name _____

Model _____

Random Access Memory (RAM) _____ K

2. Check the box(es) corresponding to the current storage mechanisms available for the computing equipment:

☐ Hard Disc

☐ Floppy Disc

☐ Tape Storage

☐ Cassette

☐ Other, specify _____

3. Identify the current mode of accessing the computer equipment (check one):

☐ Direct, on-line processing for input and output

☐ Remote access via terminal (either on-line or off-line)

☐ Batch processed job entry

4. Enter the approximate number of hours of computer time available for adult/continuing education program purposes. . .

B. Software

1. Check the boxes below that correspond to the type of instructional or administrative applications for which software is currently available:

- ☐ Computer Managed Instruction/Computer Assisted Instruction
- ☐ Wordprocessing
- ☐ Statistical Analysis
- ☐ Preparation of Administrative Reports (e.g. grade reporting, year end reports, etc.)
- ☐ Guidance, Counseling
- ☐ Other, specify _____

2. Specify the current computer language(s) used:

- a. _____
- b. _____
- c. _____

II. Relative Importance of Computer Supported Administrative Applications:

Listed below are administrative applications for which computer support could be provided. Some of these areas may already be supported by computer at your agency. However, indicate your opinion of the relative importance of each area listed by placing a number from 1 to 5 next to the item. A 1 placed next to the item would indicate high importance and a 5 placed next to the item would indicate low importance:

- | | Relative Importance
(1=high 5=low) |
|---|---------------------------------------|
| 1. Student recordkeeping | _____ |
| 2. Registrations | _____ |
| 3. Guidance/Counseling | _____ |
| 4. Grade Reporting/Attendance/Scheduling | _____ |
| 5. Budgeting applications | _____ |
| 6. Planning/Projections | _____ |
| 7. Statistical Analyses/Research/Report Preparation | _____ |
| 8. Faculty/Staff Recordkeeping | _____ |
| 9. Wordprocessing | _____ |
| 10. Other, specify _____ | _____ |

III. Utility of Current Reports

1. In general, are the data provided in the New York State Adult Basic Education and High School Equivalency Program Report relevant to other administrative activities of your agency? ☐ Yes ☐ No
2. Does your agency regularly produce administrative reports other than the one identified above? ☐ Yes ☐ No

If yes, please describe the types of reports used:

APPENDIX D

Instructional Manual and Student
Records Form

USING DB MASTER IN A NEW YORK STATE
CONTINUING EDUCATION PROGRAM

RICHARD W. EVANS, Ph.D.
MARY M. EVANS, Ed.M.

Community College of the Finger Lakes
Canandaigua, New York
December 1984

INTRODUCTION:

In January, 1983 the NYS Department of Continuing Education sponsored a project to promote the use of microcomputers in the administration of its Continuing Education programs. Under the project, a general survey of administrative needs and extant microcomputer resources was conducted. From that survey, a determination was made to support a particular direction in microcomputers and applications software. Specifically, the project is supporting the Apple II+ and IIe microcomputer models, and an Apple-compatible software package entitled "DB Master", published by Stoneware Microcomputer Products. DB Master is a general-purpose file management system which can be tailored to meet a variety of administrative needs. This brief document is intended as an introduction to the use of DB Master in the administration of NYS Continuing Education Programs.

WHAT DB MASTER IS:

DB Master is a fairly sophisticated file management system which runs on both the Apple and the IBM PC microcomputers. It allows establishment of files containing a set of relevant data and provides the means to gain selective access to user-determined aspects of the data in the file. As such, it is a general purpose, customizable applications program which allows you, the user, to create application programs without the need of actually writing computer programs. It can be used to keep track of budgets, handle some aspects of registration and scheduling, maintain student and personnel records and assist in the preparation of administrative reports. This introduction to its use is designed to provide you with a start in the use of DB Master.

HOW DB MASTER WORKS:

DB Master allows you to create "forms" which are much like paper forms for budgets, registration, student data, etc., and then to enter information into these forms, which it then stores for you on microcomputer diskettes. The individual entries in your forms are determined by you, and each separately is called a "field". The groups of fields for a particular entry are called a "record", and a group of records kept within your form are called a "file". An example might be the client information system depicted in Appendix A. A small business might keep track of clients and orders received by creating a general form which consists of the fields: name, address, city, state, zip, order date, and area. Each of these fields, when completed for a particular client would comprise the record for that client, and the sum total of all such records would constitute the client file.

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The computerized file management system created for this client information system will not only maintain the records of clients and their orders in an efficient fashion, but it allows for a number of very useful ways for selectively accessing this stored data. For example, while you could list out, on screen, paper or both, all records with all fields, one at a time, DB Master allows you to sort selectively for records containing particular characteristics. For example, you could list out the records for all clients whose orders are greater than \$1500, or all clients who have not issued an order in two years. Furthermore, you could list records for all clients whose orders are not more than \$500 and who issue orders monthly.

LEARNING TO USE DB MASTER:

There are several main aspects to the use of DB Master which you will eventually need to master. Generally, the DB Master manual is comprehensive and fairly coherent. Perseverance will allow you to master DB Master by use of the manual only. However, the project has made some efforts to short-circuit the initial problems you are likely to encounter with DB Master, so here are some suggestions for using the system and developing mastery of it.

CREATING FILES: This is the logical first step in using DB Master. You need to create your data form before you can enter and store data for future use. However, it is also the most difficult process as it involves a fairly complete comprehension of the file management system before you can adequately design your own forms. Therefore, skip this first step, and use the "Student Records" form which the project provides on the two diskettes included with your DB Master package and this document. Once you have used this ready-made form for a while, it will become clearer what you could do in designing your own form(s). At that point it will be helpful to work through the Tutorial segment of the DB Master manual and also the Tutorial segment contained on the DB Master original diskettes.

CREATING A BACK-UP DISK: Before entering data, it would be prudent to create back-up disks of both diskettes provided with the student record form. This can be done in two ways - either from the DB Master menu or by using Copy A, the copy program from your Apple System Diskette. Copy A is easier and faster and will work perfectly well when making a copy of a diskette which has not had data recently entered, but it will not perform some of the functions of the DB Master copying procedures which serve to enhance the efficiency of the storage of data on your diskettes. When you first receive the two Student Records diskettes, we suggest that you make a back-up of each by the Copy A procedure. (The DB Master procedure is covered in Appendix B for your future reference.)

CREATING BACK-UP DISKS USING COPY A:

1. Insert APPLE SYSTEM MASTER in drive 1. Be sure that the <CAPS LOCK> key is down. If the computer is off turn it on, the System Master will automatically "boot". If the computer is already on type "PR#6" <return>, this

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too will boot the disk.

2. When you see "J" and a flashing cursor type "Run CopyA", exactly as it appears within the quotation marks, (however you should omit the quotes).

At this point the computer will ask you where you will place the original and the blank disks. We will use the default values already there so all you simply have to do is press return four times. At this point the message "Press 'Return' key to begin copy" will appear on the bottom of the screen.

3. Remove the Apple System Master disk and insert the "File: Student Records" disk in Drive 1 and a blank disk in Drive 2. When you are ready to make the copy simply hit the <return> key.

4. Wait until the computer asks you "Do you wish to make another copy?". At this point, remove the "File: Student Records" and newly made copy disks, then insert "File: Utility Student" disk in Drive 1 and a new blank disk in Drive 2. Then answer "YES" <return> and when ready to copy hit <return> again. You now have a complete back-up copy of each diskette.

BOOTING: Booting is the process of loading the DB Master program into the computer. The DB Master original diskettes in Version IV are on two different diskettes, Part I and Part II. (If you have DB Master, Version III there is a single program disk. The procedures are the same as outlined here for Version IV, except where we indicate a switch from one Program Disk to the other.) To Boot, place Part I in your Disk Drive #1, and turn on the computer, or type "PR#6" (assuming the computer is already on, and the drives plugged into slot 6). DB Master will boot up automatically, the drives whirring and the screen prompting you to wait. Finally, it will ask you to enter the number of drives attached to your computer (it'll be "2" then hit return), then it will ask you whether you want to use an existing file or create a new one. Enter the number appropriate to the first choice, and press return. DB Master now asks you to insert your "Student Utility" diskette into Slot 6, Drive 2 of the computer (this means take the disk, provided as part of the project, labelled "File: Utility Student" insert it into Drive 2 and press return). At this point the computer asks you to input today's date, simply type in the appropriate information. Soon the DB Master Main Menu will appear on the screen - see Appendix C.

ENTERING DATA:

To add student records to the form, boot to the DB Master Main Menu (you should be there if you've been following through this manual). Select Option #2 for "Add Records". The computer will ask you to insert the "Student Records" diskette into Drive 1 (you will

have to remove the DB Master original in order to do this). The screen will then display the pre-designed Student Record form which will look something like the form in Appendix D. Pressing the return key here will allow you to begin to add records - the display will disappear momentarily and then reappear with the cursor in the first field (SSAN for Social Security Account Number). You can then enter the data for your first student. As you complete each field, you can advance to the next field by simply pressing return. When you have filled in the fields on the first page of the form, the legend at the bottom of the screen will change. Now a return, instead of taking you to the next field, takes you to the next page and places you at the top of the page. You can enter all data for your first student in this way until you have reached the end of the form. If you make mistakes along the way, simply hit the <ESC> key (for Escape) this will back you up to the previous field so that you can enter changes. An <ESC> entered when at the bottom of a page will take you to the top of that page, and you can use <Return> to arrive at the field you wish to change. Otherwise, you can use CTRL/G (this means hold down the <Control> key and the G key simultaneously,) to send the computer to any page you wish to review or edit. When done with the first record, press CTRL/A to add the record. This will store the record in the computer (not on the disk) and present a blank first page for the next student. Once you have entered all of your students (and this should probably be done in groups of 10 or 15 at a time) you have to save this data to the disk. A CTRL/C will send you back to the menu. Elect Option #8: "Close files and exit" to save the data to the disk. You may also wish to back the data up on a spare set of diskettes by first electing the file maintenance procedure, and then the re-block option as described in Appendix B. Periodically the re-block option should be used in order to ensure that the data is efficiently stored on the diskette.

DISPLAYING AND SEARCHING FOR DATA:

This option is what DB Master really exists for. You can access student data stored in the form in a variety of ways. To display data, re-boot the disk, and from the Main Menu, select Option #1: "Display/Edit/Delete Records". Follow the prompt instructions, and you will be presented with a blank page 1 of the Student Record Form. At this point a number of options for searching through your records are displayed at the bottom of the page. These are described in more detail in the DB Master Manual and also in Appendix E. The most important of these commands is the CTRL/F command. By depressing the <CTRL> key and the F key simultaneously, DB Master will search for any records which match your entered specifications. For example, if you have a student named John Smith, you can view his record by entering Smith for the last name, John for the first name, and then immediately a CTRL/F. After a few moments of searching, DB Master will display the requested student record.

The Student Record Form has been designed to support access of student records for such uses as student counseling, etc. Primarily, though, it is intended to allow you to search your student records to generate statistics relevant to such reports as the NY State Adult Basic Education and High School Equivalency Program Report. Some suggestions for searching the Student Record File for this Report Form follow. In using them, the Report Form should be readily available for

reference. However, before attempting the search procedures outlined below, you should first become familiar with conducting simple searches as described above. Additional information is available in Appendix E and the DB Master Manual.

ESL- Table I, Part A: In the Entry Level ESL field enter CTRL/T and ^^ (this indicates that you will be entering the desired range for ESL level, eg. 0 - 4) at this point you will be prompted with "enter minimum value". Enter the desired number and press <return>. At this point a prompt of "enter maximum value" will appear at the bottom of the page. Enter this number then press CTRL/F. The search will begin and you will be presented with the total number of records which fall within the range you have indicated. (CTRL/T does not allow you to view each record, instead it gives you the total # of records which fit your criteria along with the sum, mean, and standard deviation of these values.)

ABE & HSE - Table I, Part B: Use the same procedure as above, but the ranges should be ABE/HSE level, and all entries made in the Entry Level ABE/HSE field.

Table II- Educational Level and Ethnic Group: This requires that two fields be searched simultaneously. These are either Ethnic Group and ESL Level or Ethnic Group and ABE/HSE Level. In the Ethnic Group field, first enter CTRL/T and the desired Ethnic Group (eg. Hispanic) then in the Entry Level ESL or ABE/HSE field enter ^^ followed by the minimum and maximum ranges when prompted. Now enter CTRL/F to commence the search.

Table III- Age and Sex of Participants: In the age field enter CTRL/T and ^^ (for range) followed by the minimum and maximum values for desired age range (eg. 16-24) then in the Sex field enter an M or F (depending on which sex you wish to search) followed by a CTRL/F.

Table IV- Employed, Receiving Public Assistance or Handicapped: In the relevant field (eg. Employed) enter a CTRL/T followed by a "Y" (for Yes, N for No) and then a CTRL/F.

Table IV- Unemployed, Available or not Available for Workforce: In the Employed field enter a CTRL/T and an N. Then enter a Y or N, as desired, in the Available for Work field, followed by a CTRL/F.

Remaining Table IV Items: In Date of Birth field enter a CTRL/T followed by a "greater than" (>) symbol and the cut-off birth dates to define Adults then enter Y in the relevant field (eg. migrant) followed by a CTRL/F.

Table V- All Items: In the desired field enter CTRL/T and Y then CTRL/F.

Table VI - Separation: In the separation field start with a CTRL/T then "()" (for "include") and the code number, separated by

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commas (eg. ,3,) then CTRL/F.

Table VIII - Program Information: Contact Hours: The Student Records form automatically adds up the contact hours for all three courses for each student. However, to get the sum of contact hours for all student records, enter a "?" or "*" in the "Last Name" field then a CTRL/T in the "CNTCT HRS CRS 1+2+3" field.

Making a Print-out of Student Records:

Making a print-out of student records is very similar to searching for student records to display on the screen: the major difference being that you send the records desired to the printer and will not view them on the screen. The first time you print out records for a particular file you must follow all of the steps outlined below. However when you have saved the printer's parameters once (this is merely the technical specifications of your particular printer and how it interfaces with your computer) you needn't do it again (unless you are using Utility and Student Records Disks to which you have not saved the parameters).

1. Be sure your printer is plugged in, turned on, and "On Line". (This also assumes that it is already hooked into the computer.)
2. Boot up DB Master to the Main Menu.
3. From the Main Menu choose Option # 6: File Maintenance. You will be prompted to insert DB Master Part I into drive 1, (it should already be there.) You will then be prompted to insert DB Master Part II into Drive 1. Do as prompted.
4. From the File Maintenance Menu choose Option # 6: Change Print Parameters.

At this point it may be helpful to have the Manual for the Printer handy. You will be presented with a series of prompts requesting information about how your printer and computer communicate with each other. Most likely you will accept the default modes, this means that you will simply press return after each prompt. If you do this and when you go to print out the records it doesn't work you should check your manual for each parameter, your printer may require a different value for a particular parameter. A-G below is the list of prompts and their default values, in some cases there is a brief explanation of what the prompt is requesting, unless you know for sure that a different value is required simply press <return> after each prompt.

- A. Printer Slot #(1-7) - default value is 1. (This asks you which slot of your computer the printer interface card is inserted into.)
- B. Send Form Feeds to Printer - default is N.
- C. Send Line Feeds to Printer - default is N.
- D. Carriage Return Delay - default value is 0.

E. Interface Type - default value is 1.

F. Default Print Width - default value is 79. (This is essentially asking you the column width of the paper you'll be printing to.)

G. Edit Printer Control Settings - default value is N. (A "Y" here will send you back through selections A-F.)

5. A <return> should bring you back to the File Maintenance Menu

At this point we will take a short detour for two reasons: first to check the printer set-up, second because in the future, when you make your own forms, it will be helpful to know how to print "File Statistics". The File Statistics Option gives you information about the fields in your file. (A sample print-out of "File Statistics" for the Student Record is included in Appendix F.) The information it gives you will be clearer after you have created your own form but for now we will give you a brief explanation.

Primary/Secondary - this tells you whether the field is a primary or secondary field. When conducting searches DB Master finds Primary fields faster than Secondary fields.

Read Protected - when creating your own forms you may feel the need to use a password, which is an option DB Master offers, if you have used one you may make certain fields in your form "read protected" which means in order to view the field when displaying records you must know the password for that field.

Field Type - there are several field types which DB Master employs: SS# (social security number), Date, Alphanumeric (alphabet and numbers), Numeric (numbers only).

Field Length - this tells you how many characters may be accepted into that field.

(1.) To print out File Statistics for the Student Records file included as part of the project from the File Maintenance Menu choose Option #2: File Statistics

(2.) When prompted type "Y". (If you just wanted to view the statistics on the screen you could type "N".) At this point the printer should begin printing out the File Statistics, (ignore the scrolling text and gibberish which will appear on the screen).

(3.) When prompted press the <return>, this will return you

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to the File Maintenance Menu.

6. From File Maintenance Menu choose Option #8: Return to Main Menu. You will be requested to Insert DB Master Part 1 into Drive 1. Do so.
7. From the Main Menu Choose Option #3: List Records to Printer.
8. Press <return> when prompted with "Printer Slot #:1", (once again we are accepting the default value).
9. You will then be prompted to turn on the printer (it should already be on), and two additional prompts will be presented: Press <ESC> for 1 field per line; Press <return> to print across page. DB Master offers two print presentations of your file: if you want a vertical presentation, (one field per line, press <ESC>); if you want the fields printed horizontally, (across the page), press <RETURN>. Examples of each format are included in APPENDIX F.
10. Once you have made your choice you will be requested to insert the "Student Records" disk into Drive 1. Do so and press <return>.
11. The screen will display page 1 of a blank form. Just as when searching for desired records, enter the criteria in the appropriate field for the record(s) you wish printed. Once the criteria are entered a CTRL/F will begin the search and send the results to the printer. You will not see the record on the screen and the printer will automatically begin printing the record when it is found. To print all records, enter a "?" or "*" followed by a CTRL/F in the Last Name field. At the bottom of the screen the prompt "Press ESC to Stop" will appear - if you press <ESC> DB Master will finish the record it is printing then stop and return you to a blank Page 1 of your Form.
12. Once a record has been found and printed you will be told "Can't find record Press RETURN" this means DB Master can't find any more records which conform to your criteria and you should press return to be returned to a blank Page 1 to continue searching if desired. When you have finished printing records a CTRL/C will return you to the Main Menu at which point you may exit DB Master or select another option.

FURTHER HELP:

This brief guide to DB Master is intended to provide simply a beginning to the use of the program. If you encounter a great deal of difficulty in using this document, it should prove helpful to work step-by-step through the Tutorial in the DB Master Manual. The Manual will also be a useful guide when conducting complicated data searches and when creating new forms for data storage.

APPENDIX A

DB MASTER: Field, Page, Form, Record, File

It will probably be helpful to think in terms of a paper form when trying to understand the following concepts in DB Master.

Client # _____
Name: _____
Address: _____
City: _____ State _____ Zip _____
Order Date: _____
Area: _____

The entire set of information above constitutes a FORM .

Each item is called a FIELD (eg. 'Client #' is one field, 'Name' is another field, 'Address' is another, etc.)

Some FORMS may have more than one PAGE . In DB Master one screen of FIELDS constitutes a PAGE , there may be as few as one page or as many as nine pages.

The total number of PAGES (whether it be one, nine or any number between) make up a RECORD .

All of the RECORDS using the same FORM are stored as a single FILE .

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APPENDIX B

CREATING BACK-UP DISKS USING DB MASTER:

In order to use the DB Master copy procedures you must first "Boot-Up" the DB Master system to the Main Menu.

Steps for making a back-up copy: All steps assume that you will wait until prompted by the computer.

1. From DB Master Main Menu Choose Option #6: File Maintenance
2. Insert DB Master, Part I into Drive 1 (it should already be there and "File: Utility Student" should be in Drive 2).
3. Insert DB Master, Part II into Drive 1 (be sure "File: Utility Student" is still in Drive 2).
4. From The File Maintenance menu choose Option #1: Reblock File.
5. Insert the blank disk onto which you want to copy your "File: Utility Student" into Drive 1, (be sure this is a blank disk as whatever may be on it will be erased).
6. Insert your "File: Student Records" disk (the one provided by the project, with the data on it) into Drive 1.
7. Insert the blank disk onto which you want to copy your "File: Student Records" into Drive 2.
8. Insert the "File: Utility Student" disk which you have just made (the copy) into Drive 2.
9. Insert DB Master, Part II into Drive 1.
10. Insert DB Master, Part I into Drive 1. You should be back to the Main Menu.

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APPENDIX C

DB MASTER: Main Menu

File Name: Student Records

Choose From:

- 1) Display/Edit/Delete Records
- 2) Add Records
- 3) List Records to Printer
- 4) Load or Create Short Form
- 5) Design or Print Report .
- 6) File Maintenance
- 7) Load or Create New File
- 8) Close Files & Exit

Enter Your Choice (1 to 8) _____

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APPENDIX D

BLANK STUDENT RECORDS FORM

As stated earlier this blank form should closely approximate what you see on the screen, however, it may not be identical to it.

STUDENT RECORDS

LAST ENTRY 01-27-84

SSAN! .. _____

LAST NAME! .. _____

FIRST NAME .. _____

ADDRESS .. _____

CITY .. _____ STATE ..NY

ZIP .. _____ PHONE .. _____

AGE .. _____ SEX .. _____ DOB .. _____

CITIZEN?(Y/N) .. _____ VETERAN?(Y/N) .. _____

VOYER?(Y/) .. _____ LANG.SPOKEN .. _____

#CHILD.HOME .. _____ ETHN.GP .. _____

(The "!" after the 'SSAN' and "LAST NAME' fields indicates that these are Primary Fields.)

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P.2 OF 5

OF RECORDS =25

CURRENT ESL LEVEL .. _____

CURRENT ABE/HSE LVL .. _____

PROGRAM" .. _____

DATE OF ENTRY .. ____-____-____

HIGH.GRADE CPMPLETED ..____

DATE H.G.COMPLETED ..____-____-____

INIT.READING TEST ..____

INIT. MATH TEST ..____

ENTRY LEVEL ESL ..____

ENTRY LEVEL ABE/HSE ..____

(The (") after the field 'Program' indicates that this is a
Secondary Field.)

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P.3 OF 5

of Records = 25

EMPLOYED?(Y/N) .._____

REC.PUBLIC ASST?(Y/N) .._____

R)URAL/U)RBAN AREA? .._____

MIGRANT?(Y/N) .._____

AVAIL.TO WORK?(Y/N) .._____

HANDICAPPED?(Y/) .._____

IMMIGRANT(Y/N) .._____

INSTIT?(Y/N) .._____

BASIC SKILLS?(Y/N) .._____

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P.4 OF 5

OF RECORDS = 25

COMPETENCY ACHIEVED

HSE DIPLOMA?(Y/N) ..-----

ENT.ED.TRAIN.PROG?(Y/N) ..-----

POST.SEC.ED?(Y/N) ..-----

REC.U.S.CITIZENSHIP?(Y/N) ..-----

REG.TO VOTE,1ST TIME?(Y/N) ..-----

OBTAINED JOB?(Y/N) ..-----

BETTER JOB, RAISE?(Y/N) ..-----

RMVD.FROM PUB.ASST?(Y/N) ..-----

COMPL.ESL,ENTER ABE?(Y/N) ..-----

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P.5 OF 5

OF RECORDS = 25

SEPARATION REASONS

..-----
CRSE#1 ..----- CNTCT.HRS ..-----
CRSE#2 ..----- CNTCT.HRS ..-----
CRSE#3 ..----- CNTCT.HRS ..-----
CNTCT.HRS.CRS 1+2 ..-----
CNTCT.HRS.CRS 1+2+3 ..-----

These two final fields ("CNTCT. HRS. CRS 1+2" AND "CNTCT. HRS. CRS 1+2+3") are computed fields. This means that DB Master will compute the values for these fields after you have entered the data and stored the student record on your disk. When adding student records you will not have access to these fields. However, when searching for student records you will be able to enter search specifications in these fields.

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APPENDIX E

DB_MASTER: Search Specifications

All searches through DB Master's records are specified by three components: the search symbol, which specifies the type of search to be conducted; the search data, which states the characteristics of the data desired; the search command, which controls output of the search and exit from the search.

Search "Symbols" (specifies type of search):

^^

Range Search - records where letters or numbers fall in a given range selected. Minimum and Maximum values will be requested. This symbol precedes search data.

*

Wild Card - acts as an unlimited "Any" to accept any character from specified search data to the end of the field. This symbol follows the search data.

?

Any - acts as a wild card for a single character. It may be repeated many times within a field. This symbol is inserted within the search data requirements.

()

Including - searches records for specified character string included within the designated search field. This symbol precedes the search data.

Relational Search Symbols:

The following relational search symbols all precede the indicated search data, and locate those records for which the designated field bears the following relationships to the indicated search data:

<

data located is less than that specified

=

data located is equal to that specified

>

data located is greater than that specified

<>

data located is not equal to that specified

>=

data located is greater than or equal to that specified

<=

data located is less than or equal to that specified

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Search Commands:

The following commands, accompanied by a <Control> key (CTRL) serve to control general characteristics of a search.

- F
Follows the search symbols and search data and directs the computer to commence the required search.
- N
Used when a search is displaying records on screen. This directs the computer to display the next relevant record.
- G
When constructing a search this allows selection of the desired page within the data format.
- C
This directs the computer to exit the search and display the Main Menu.
- T
This precedes the search symbol and data. It directs the computer to total the number of records matching search requirements in a desired field. Displays running count and final total.
- O
This allows an "OR" search to be conducted between one or more fields. CTRL/O is entered after all but the last field included in the "OR" search.

SEARCH DATA:

Search data will vary depending on

Search Commands:

The following commands, accompanied by a <Control> key (CTRL) serve to control general characteristics of a search.

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APPENDIX F

SAMPLES OF DB MASTER'S TWO FORM PRESENTATIONS

SSAN- 000-00-0000 LAST NAME- _____

FIRST NAME- _____ ADDRESS- _____

CITY- _____ STATE- NY ZIP- _____ PHONE- _____ AGE- ____

SEX- __ DOB- ____-____-____ CITIZEN?- _ VETERAN?- _ VOTER?- _

LANG.SPOKEN- _____ #CHILD.HOME- __ ETHN.GP- _____

CURRENT ESL LEVEL- _____ CURRENT ABE/HSE LVL- _____ PROGRAM- _____

DATE OF ENTRY- ____-____-____ HIGH.GRADE COMPLETED- __

DATE H.G.COMPLETED- ____-____-____ INIT.READING TEST- _____ INIT.MATH TEST- _____

ENTRY LEVEL ESL- _____ ENTRY LEVEL ABE/HSE- _____ EMPLOYED?- _

REC.PUBLIC ASST?- _ R)URAL/(U)RBAN AREA?- __ HIGH UNEMPLOY.AREA?- _

MIGRANT?- _ AVAIL.TO WORK?- _ HANDICAPPED?- _ IMMIGRANT?- _ INSTIT?- _

BASIC SKILLS?- _

COMPETENCY ACHIEVED- _____

HSE DIPLOMA?- _ ENT.ED.TRAIN.PROG?- _ POST.SEC.ED?- _

REC.U.S.CITIZENSHIP?- _ REG.TO VOTE,1ST TIME- _ OBTAINED JOB?- _

BETTER JOB,RAISE?- _ RMVD.FROM PUB.ASST?- _ COMPL.ESL,ENTER ABE?- _

SEPARATION REASONS- _____

CRSE#1- _____ CNTCT.HRS- _____ C

RSE#2- _____ CNTCT.HRS- _____

CRSE#3- _____ CNTCT.HRS- _____ CNTCT HRS CRS 1+2- _____

CNTCT.HRS.CRSE 1+2+3- _____

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SSAN- 090-12-3745 LAST NAME- PEREZ
FIRST NAME- MARIA ADDRESS- 12-34 WEST SIDE HGWY
CITY- ROCHESTER STATE- NY ZIP- 14617 PHONE- ____-____-____ AGE- 28
SEX- F DOB- 02-13-57 CITIZEN?- N VETERAN?- N VOTER?- N
LANG.SPOKEN- SPANISH #CHILD.HOME- 5 ETHN.GP- HISPANIC
CURRENT ESL LEVEL- .25 CURRENT ABE/HSE LVL- _____ PROGRAM- ESL
DATE OF ENTRY- 09-22-83 HIGH.GRADE COMPLETED- 3
DATE H.G.COMPLETED- 05-16-65 INIT.READING TEST- 34 INIT.MATH TEST- 12
ENTRY LEVEL ESL- _____ ENTRY LEVEL ABE/HSE- _____ EMPLOYED?- N
REC.PUBLIC ASST?- Y R)URAL/(U)RBAN AREA?- R HIGH UNEMPLOY.AREA?- Y
MIGRANT?- Y AVAIL.TO WORK?- N HANDICAPPED?- N IMMIGRANT?- Y INSTIT?- N
BASIC SKILLS?- N
COMPETENCY ACHIEVED- _____
HSE DIPLOMA?- N ENT.ED.TRAIN.PROG?- N POST.SEC.ED?- N
REC.U.S.CITIZENSHIP?- N REG.TO VOTE,1ST TIME- N OBTAINED JOB?- N
BETTER JOB,RAISE?- N RMVD.FROM PUB.ASST?- N COMPL.ESL,ENTER ABE?- N
SEPARATION REASONS- #1,#2 CRSE#1- _____ CNTCT.HRS- _____ C
RSE#2- _____ CNTCT.HRS- _____
CRSE#3- _____ CNTCT.HRS- _____ CNTCT HRS CRS 1+2- _____
CNTCT.HRS.CRSE 1+2+3- _____

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SSAN- 783-24-9793
LAST NAME- WILDE
FIRST NAME- OSCAR
ADDRESS- 83 LIBRA DRIVE
CITY- NEW LONDON
STATE- CN
ZIP- 45783
PHONE- 834-927-6487
AGE- 32
SEX- M
DOB- 01-05-01
CITIZEN?- N
VETERAN?- N
VOTER?- N
LANG.SPOKEN- ENGLISH
#CHILD.HOME- _
ETHN.GP- WHITE
CURRENT ESL LEVEL- 4
CURRENT ABE/HSE LVL- 4.5
PROGRAM- ABE
DATE OF ENTRY- 01-02-83
HIGH.GRADE COMPLETED- 6
DATE H.G.COMPLETED- 12-31-13
INIT.READING TEST- 98
INIT.MATH TEST- 89
ENTRY LEVEL ESL- 4
ENTRY LEVEL ABE/HSE- 2
EMPLOYED?- Y
REC.PUBLIC ASST?- N
R)URAL/U)RBAN AREA?- U

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HIGH UNEMPLOY.AREA?- N

MIGRANT?- N

AVAIL.TO WORK?- N

HANDICAPPED?- N

IMMIGRANT?- Y

INSTIT?- N

BASIC SKILLS?- Y

COMPETENCY ACHIEVED- _____

HSE DIPLOMA?- N

ENT.ED.TRAIN.PROG?- N

POST.SEC.ED?- N

REC.U.S.CITIZENSHIP?- N

REG.TO VOTE,1ST TIME- N

OBTAINED JOB?- Y

BETTER JOB,RAISE?- Y

RMVD.FROM PUB.ASST?- N

COMPL.ESL,ENTER ABE?- Y

SEPARATION REASONS- _____

CRSE#1- EG203

CNTCT.HRS- 3

CRSE#2- EG301

CNTCT.HRS- 3

CRSE#3- CM110

CNTCT.HRS- 16

CNTCT HRS CRS 1+2- 6

CNTCT.HRS.CRSE 1+2+3- 22

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SSAN- 000-00-0000

LAST NAME- _____

FIRST NAME- _____

ADDRESS- _____

CITY- _____

STATE- NY

ZIP- _____

PHONE- ____-____-____

AGE- __

SEX- __

DOB- ____-____-____

CITIZEN?- _

VETERAN?- _

VOTER?- _

LANG.SPOKEN- _____

#CHILD.HOME- __

ETHN.GP- _____

CURRENT ESL LEVEL- _____

CURRENT ABE/HSE LVL- _____

PROGRAM- _____

DATE OF ENTRY- ____-____-____

HIGH.GRADE COMPLETED- __

DATE H.G.COMPLETED- ____-____-____

INIT.READING TEST- _____

INIT.MATH TEST- _____

ENTRY LEVEL ESL- _____

ENTRY LEVEL ABE/HSE- _____

EMPLOYED?- _

REC.PUBLIC ASST?- _

R)URAL/(U)RBAN AREA?- __

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HIGH UNEMPLOY.AREA?- _

MIGRANT?- _

AVAIL.TO WORK?- _

HANDICAPPED?- _

IMMIGRANT?- _

INSTIT?- _

BASIC SKILLS?- _

COMPETENCY ACHIEVED- _____

HSE DIPLOMA?- _

ENT.ED.TRAIN.PROG?- _

POST.SEC.ED?- _

REC.U.S.CITIZENSHIP?- _

REG.TO VOTE,1ST TIME- _

OBTAINED JOB?- _

BETTER JOB,RAISE?- _

RMVD.FROM PUB.ASST?- _

COMPL.ESL,ENTER ABE?- _

SEPARATION REASONS- _____

CRSE#1- _____

CNTCT.HRS- _____

CRSE#2- _____

CNTCT.HRS- _____

CRSE#3- _____

CNTCT.HRS- _____

CNTCT HRS CRS 1+2- _____

CNTCT.HRS.CRSE 1+2+3- _____

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APPENDIX E

Recipients of New Apple (Ile) Systems

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Apple System Recipients

Sandra Hittleman
Long Beach City School District
84 Rand Court
Lido Beach, NY 11561

Morton S. Horowitz
School #4
Oceanside Rd
Oceanside, NY 11572

Edwin Glasberg
Orange-Ulster BOCES
Gibson Rd - RD 2
Goshen, NY 10924

Cynthia Crosby
Syracuse City School District
644 Madison St
Syracuse, NY 13210

Elizabeth Snyder
Tompkins-Seneca-Tioga BOCES
555 Warren Rd
Ithaca, NY 14850

Edgar J. Hollwedel
Rochester City Schools
131 W. Broad St.
Rochester, NY 14608

Duane F. Rupert
Greece Central School District
PO Box 300
N. Greece, NY 14515

Charles T. Russell
Elmira CSD
951 Hoffman St.
Elmira, NY 14905

Gerardo Franciosa
Niagara Falls City School District
901-24th St.
Niagara Falls, NY 14301

Lynn Lamey
Broome-Tioga BOCES
740 Main St.
Johnson City, NY 13790

Donald A. Montano
Adult Learning Center
310 Bleecker St.
Utica, NY 13502

Carol Bartlett
Washington-Warren-Hamilton-Essex BOCES
Education Center
Dix Avenue
Hudson Falls, NY 12839

Ileve V. Clinton
Rensselaer-Colombia-Greene BOCES
Ingalls & Sixth Avenue
Troy, NY 12180

Edwin Agresta
Schenectady City School District
418 Mumford St.
Schenectady, NY 12307

APPENDIX F

**Recipients of Apple System Upgrades
(single disk drives)**

System Upgrade Recipients

Recipient	Apple Model	DB Master Version
Heermans Steuben-Allegany BOCES RD#1, Bath, NY 14810	II+	3
Durocher St. Lawrence-Lewis BOCES Park St. Ogdensburg, NY	II	3
Jim Brower Onondaga-Madison BOCES 500 Hickory St. Liverpool, N.Y.	II+	3
Ronald Billo Iroquois Central HS Box 32 Elmo, NY 14059	II+	3
Pascal Raimondo Cornwall Central School 122 Main St. Cornwall, NY 12518	II	3
David A. Jones Cattaraugus/Allegany BOCES Olean, NY 14760	II+	3
Dr. Ronald R. Deck Bellmore-Merrick CHS Brookside Jr. HS Meadowbrook Rd. No. Merrick, NY 11566	II	3
Don Green W. Irondequoit CSD 370 Cooper Rd. Rochester, NY 14617	II	3
James Hall Jr. York College 150-14 Jamaica Ave. Jamaica, NY 11451	II	3
Linda Rak CIE, SUNY Brockport Brockport, NY 14420	II+	3

Rudolph Midla
Ticonderoga School
Amherst Ave
Ticonderoga, NY 12883

Ile

4

Rand Oaster
Madison-Oneida BOCES
Spring Rd.
Verona, N.Y., 13478

Ile

4

APPENDIX G

**Recipients of DB Master File Management
System Only**

Recipients of DB Master Only

Recipient	Apple Model	DB Master
Renee Gargano Putnam/N Westchester BOCES Yorktown Heights, NY 10598	II+	3
Gretchen Starks CCFL Canandaigua, NY 14424	IIe	4
Herbert Dickson Auburn High Schools Auburn, NY 13021	II+	3
Susan Mendel Sweet Home School District 1901 Sweet Home Rd. Amherst, NY 14221	II+	3
James F. Notter Orleans Niagara BOCES 3181 Saunders Settlement Rd Sanborn, NY 14132	II	3
Joyce Evans Afton Central School Sand St. Afton, NY 13730	II+	3
Charles Skinner Herkimer County BOCES Herkimer, NY 13350	II+	3
Greg Murphy Hewlett-Woodmere UFSD 1 Johnson Place Woodmere, NY 11598	IIe	4
John Tracy Adult Learning Center Robin & Western Avenue Albany, NY 12203	IIe	4
Roland Beardsley Amityville UFSD Park Ave & Ireland Place Amityville, NY 11701	II	3

Frank Foti Auburn School District Lake Avenue Auburn, NY 13021	II	3
Joy Deveau Bronx Educational Services Inc. 3422 Bailey Pl. Bronx, NY 10463	II	3
Marian Cassata Community School District #18 955 E 100th St Brooklyn, NY 11236	II	3
Pat Crowley East Bloomfield Central School Oakmount Ave. East Bloomfield, NY 14443	IIe	4
Bruno Rodgers Livingston-Steuben-Wyoming BOCES Lackawanna Ave Mt. Morris, NY 14510	IIe	4
David Geitner Seneca Falls Central School Troy Street Seneca Falls, NY 13148	IIe	4
Walter Guendel Smithtown Central School District Smithtown High School East Northern Boulevard St. James, NY 11780	II	3
Antonio Franqueira South Westchester BOCES 65 Grasslands Rd Valhalla, NY 10595	II	3
Harriet Gardner South Orangetown CSD Van Wyck Rd. Blauvelt, NY 10913	II	3